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EDUCATION

Ph.D., Economics, Boston University, Boston MA, September 2014 (Expected)

Dissertation Title: *Three Essays on Migration and Education*

Dissertation Committee: Dilip Mookherjee, Kehinde F. Ajayi, and Samuel Bazzi

M.A.P.E., Economics, Boston University, Boston MA, May 2011

B.A., Economics, Peking University, Beijing, China, July 2008

FIELDS OF INTEREST

Development Economics, Economics of Education, Applied Microeconomics

TEACHING EXPERIENCE

Instructor, Introductory Microeconomic Analysis, Metropolitan College, Boston University, Spring 2014

Instructor, Intermediate Microeconomic Analysis, Metropolitan College, Boston University, Fall 2013

Instructor, Economic Statistics, Department of Economics, Boston University, Summer 2013

Teaching Fellow, Introductory Microeconomic Theory, Department of Economics, Boston University, Spring 2011-Spring 2013

Teaching Assistant, Behavioral Economics, Department of Economics, Boston University, Spring 2009-Spring 2010

Teaching Assistant, International Economics, Department of Economics, Boston University, Spring 2009-Fall 2009

Teaching Assistant, Development Economics, School of Economics, Peking University, Fall 2007

WORK EXPERIENCE

Co-translator with Min Fang et al, *Shouru Fenpei Lilun (Income Distribution Theory)*, originally by Martin Bronfenbrenner, Huaxia Press, Beijing, China, September 2009

Intern, China Merchant Bank Shenzhen Branch Xinshidai Sub-Branch, Shenzhen, Guangdong, China, January 2007

FELLOWSHIP AND AWARDS

Distinction in Ph.D. Microeconomics Qualifier Exam, Boston University, 2009

Shen Bingyue Scholarship, Peking University, 2007

OOCL Scholarship, Peking University, 2006

Freshman Scholarship, Peking University, 2005

First Prize, China Chemistry Olympiad, 2004

WORKING PAPERS

“Paternal Migration and Educational Attainment in Rural Mexico,” December 2013.

WORK IN PROGRESS

“Poverty, Migration, and Intergenerational Mobility”

“Optimal Education Incentive in the Presence of Migration: the Case in China”

LANGUAGES

Fluent in English and Chinese (Mandarin and Cantonese)

COMPUTER SKILLS

STATA, R, MATLAB, LyX, Visual C++, Microsoft Office

CITIZENSHIP/VISA

China/F1

REFERENCES

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Paternal Migration and Educational Attainment in Rural Mexico (Job Market Paper)

We examine the impact of international migration on educational attainment of migrants' children in rural communities using data from Mexican Migration Project (MMP143), with historical migration pattern and unemployment in popular destination as instruments. We find that if the father in a household has been a migrant worker, schooling of his children will be 1.3 years lower. This effect mainly comes from boys and older children, gets smaller if parents have completed more years of education and/or migrated earlier in children's life. Our results provide support for two of the possible channels mentioned in the literature: the brain drain channel and the family disruption channel.

Poverty, Immigration and Intergenerational Mobility

We study the effect of migration on two economies with persistent inequality. Each economy has two occupations, one requiring education while the other not. Because of the presence of TFP difference, some of the workers in the less-developed country have the incentive to migrate to the more-developed country. If the wage gap between two countries is larger in the skilled occupation, then a higher ratio of skilled workers in the emigration is actually good for the sending country. In other words, brain drain may be beneficial when the difference in incentive to move is sufficiently large for the two occupations. If this is true, then migration flows can not only reduce poverty by remittances, but also by encouraging education investment in the home country.

Optimal Education Incentive in the Presence of Migration: the Case in China

Currently, there are more than 260 million migrant workers in China. A large portion of these workers leave their children behind when working thousands of miles away. To prevent brain-drain consequence for the vast rural area of China, an education incentive plan, like *Oportunidades* in Mexico, is needed. We develop a model on how education incentive works in the presence of migrant flows to the city. Based on the model and data from China Household Income Project (CHIP), we offer policy suggestions.